



St James-Santee Elementary

8900 Highway 17 North
McClellanville, SC 29458

Grades	PK-5 Elementary School	
Enrollment	186 Students	
Principal	Christopher Swetckie	843-723-0863
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Average
2006	Below Average	At-Risk
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

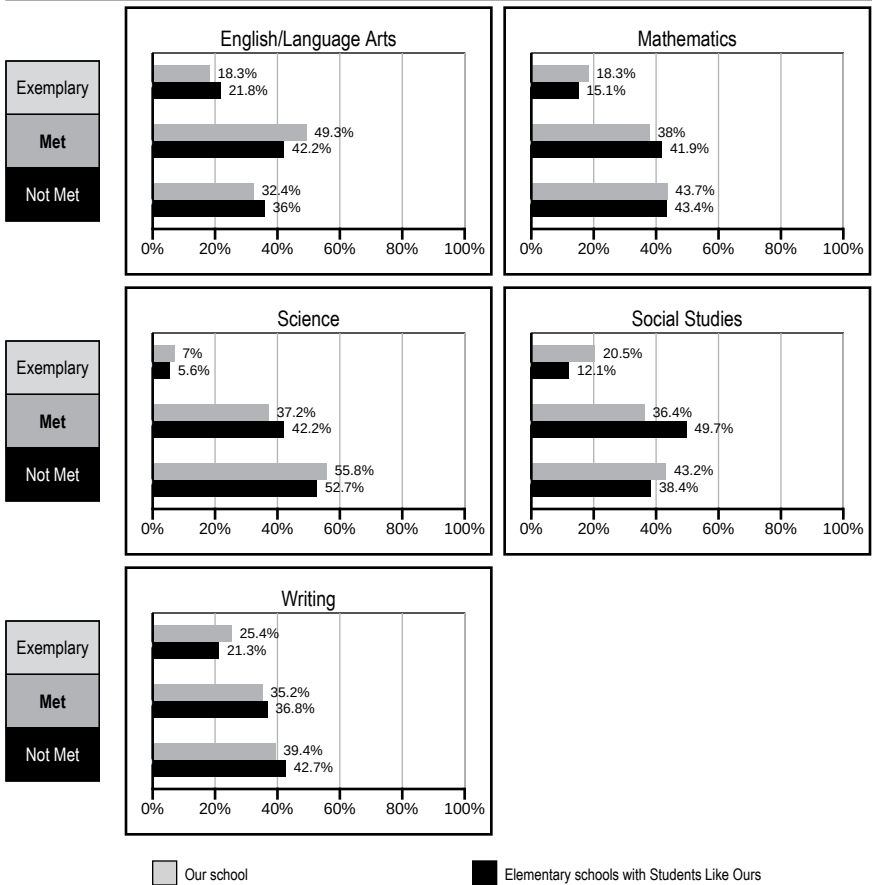
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	60	58	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=186)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 1.8%	2.5%	1.9%
Attendance rate	95.2%	Down from 95.7%	96.0%	96.3%
Eligible for gifted and talented	4.0%	Down from 4.5%	2.9%	10.0%
With disabilities other than speech	3.6%	Up from 1.9%	7.5%	7.7%
Older than usual for grade	0.0%	No Change	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	61.1%	Up from 55.0%	57.1%	59.4%
Continuing contract teachers	66.7%	Down from 75.0%	71.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 5.6%	0.0%	0.0%
Teachers returning from previous year	75.2%	Down from 75.7%	81.7%	85.9%
Teacher attendance rate	95.2%	Up from 94.6%	95.2%	95.1%
Average teacher salary*	\$47,652	Up 5.0%	\$45,857	\$47,149
Professional development days/teacher	22.9 days	Up from 14.6 days	10.8 days	11.1 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	14.8 to 1	Up from 14.0 to 1	16.5 to 1	18.8 to 1
Prime instructional time	89.8%	Up from 88.1%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$11,574	Down 10.2%	\$8,670	\$7,458
Percent of expenditures for instruction**	59.1%	Down from 60.8%	68.4%	68.8%
Percent of expenditures for teacher salaries**	54.1%	Down from 55.9%	61.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

St. James-Santee Elementary is a small rural school in the town of McClellanville, South Carolina. We believe that all children can learn, and accept no excuses for failures. Our mission is not only embraced by the adults that inhabit the building, but our community as well. We have been blessed to have involvement from parents, local business, churches, and pastors in our quest to ensure excellence.

Over the past five years, we have implemented many best practices that have proven to be successful with increasing the amount of students scoring at the proficient and advanced levels in math and ELA. Teacher curriculum teams, data driven instruction, computer assisted instruction, common assessments, and frequent administrative observations have been instrumental in increasing achievement across grade levels.

In addition to the best practices that have been implemented, we provided extended learning opportunities for our students who are struggling to meet grade level standards. This year we continued the implementation of our Saturday Academy Program. Our boys and girls received four hours of intensive instruction from March to May in math, reading, social studies, and science. In contrast, our gifted students participated in a reading partnership with Ottawa University in Kansas through distance learning. This pilot program was a huge success and we are excited about the continuation of the program next school year.

Equally as important to our academic program were the extra-curricular opportunities provided for our students. For the first time in many years, our boys and girls had the opportunity to participate in multiple sports, such as track, tennis, baseball, football, and basketball. In addition, all of our CD-5th grade students participated in piano and many students from our arts program were recognized in various art festivals around the county.

St. James-Santee Elementary is proud of our success, but will continue to work with all stakeholders to ensure excellence for all. We appreciate your support and believe that we are stronger collectively than we can ever be individually.

Lerah Lee, Principal
Sharon Cash, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	22	19
Percent satisfied with learning environment	100.0%	81.0%	84.2%
Percent satisfied with social and physical environment	100.0%	76.2%	84.2%
Percent satisfied with school-home relations	63.6%	77.3%	78.9%

* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	75	100	32.4	49.3	18.3	83.1	84.9	82.8	Yes	Yes
Gender										
Male	43	100	34.1	51.2	14.6	82.9	81.8	79.3	N/A	N/A
Female	32	100	30	46.7	23.3	83.3	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	95.8	89.5	I/S	I/S
African American	71	100	31.3	49.3	19.4	83.6	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	69	100	33.3	50	16.7	81.8	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	75	100	43.7	38	18.3	70.4	81	78.9	Yes	Yes
Gender										
Male	43	100	41.5	36.6	22	75.6	79.3	77	N/A	N/A
Female	32	100	46.7	40	13.3	63.3	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	94.6	87.2	I/S	I/S
African American	71	100	44.8	35.8	19.4	70.1	67.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	69	100	43.9	37.9	18.2	69.7	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	45	100	55.8	37.2	7	44.2	68.9	67.5
Gender								
Male	27	100	46.2	42.3	11.5	53.8	68.2	67
Female	18	100	N/AV	N/AV	N/AV	29.4	69.6	68
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	90.4	79.5
African American	42	100	57.5	35	7.5	42.5	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	4	I/S	I/S	I/S	I/S	I/S	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	59.6
Socio-Economic Status								
Subsided meals	42	100	56.1	39	4.9	43.9	50.2	55.1

Social Studies

All Students	46	100	43.2	36.4	20.5	56.8	76.8	72.3
Gender								
Male	25	100	54.2	29.2	16.7	45.8	75.3	71.5
Female	21	100	30	45	25	70	78.4	73.2
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	91.5	80.7
African American	44	100	45.2	33.3	21.4	54.8	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.6	67.9
Socio-Economic Status								
Subsided meals	43	100	43.9	36.6	19.5	56.1	64	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	73	100	39.4	35.2	25.4	60.6	74.1	70.2	95.2	96
Gender										
Male	42	100	46.3	39	14.6	53.7	67.8	63.2	95.5	95.9
Female	31	100	30	30	40	70	80.6	77.5	94.8	96.1
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	90.4	79.1	95.1	95.9
African American	69	100	40.3	34.3	25.4	59.7	59.2	57.6	95.2	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	N/A	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	62.6	N/A	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	29.6	26.1	96.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.2	61.2	N/A	96.5
Socio-Economic Status										
Subsidized meals	66	100	40	38.5	21.5	60	59.1	58.9	95.1	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	35	100	30.3	51.5	18.2	69.7
	4	16	100	18.8	56.3	25	81.3
	5	24	100	45.5	40.9	13.6	54.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	35	100	45.5	42.4	12.1	54.5
	4	16	100	37.5	31.3	31.3	62.5
	5	24	100	45.5	36.4	18.2	54.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	17	100	68.8	25	6.3	31.3
	4	16	100	50	43.8	6.3	50
	5	12	100	45.5	45.5	9.1	54.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	18	100	52.9	35.3	11.8	47.1
	4	16	100	12.5	43.8	43.8	87.5
	5	12	100	N/AV	N/AV	N/AV	27.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	34	100	27.3	39.4	33.3	72.7
	4	16	100	37.5	37.5	25	62.5
	5	23	100	59.1	27.3	13.6	40.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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